



SRO

STATE SCHOOL REFORM/REDESIGN OFFICE
Michigan Department of Technology, Management and Budget

Unreasonable Hardship Determination Report

Sampson Academy

February 2017

DRAFT

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Framework

State School Reform/Redesign Office Background and Legal Authority

The State School Reform/Redesign Office (SRO) was established in 2010 to serve as Michigan's academic accountability office. The mission of the SRO is to turn Michigan's Priority Schools into the highest-performing schools in Michigan. The SRO's vision is to create the necessary conditions for a globally superior public education system. To do this, the SRO uses both incentives for academic success and consequences for chronic failure. The following state and federal statutes establish the SRO and govern the office's action steps:

Michigan's Revised School Code 380.1280c: Section 1280c of the Revised School Code charges the SRO with the responsibility of identifying and supervising the lowest achieving 5% of schools (Priority Schools). Priority Schools submit reform/redesign plans to improve performance, and the SRO is granted authority to implement intervention if academic progress is not made (i.e. CEO operator for multiple schools, State School Reform/Redesign District (SSRRD), etc.). Priority Schools are required to submit monitoring reports to the SRO in a manner and frequency as determined by the SRO. The statute also provides exemptions for districts under emergency management.

Michigan's Executive Order No. 2015-9: Executive Order 2015-9 transferred the SRO from the Michigan Department of Education (MDE) to the Department of Technology, Management, and Budget (DTMB). It also transferred all authority, powers, duties, functions, and responsibilities assigned to MDE and the Superintendent of Public Instruction under MCL 380.1280c to the SRO.

Michigan Public Act 192 (i.e. Enrolled House Bill 5384): The law divides the Detroit Public School District (DPS) into two separate districts and requires the SRO to mandate school closures via specified stipulations.

Under these statutes, the State School Reform/Redesign Office must make notifications and issue orders to Public School Academy Authorizers and/or Traditional Public School Superintendents/Board Presidents establishing different levels of accountability based on the performance of the schools they operate/authorize.

Purpose

On January 20, 2017, the SRO published the order subjecting [School] to a Next Level of Accountability pending an Unreasonable Hardship Determination as required under subsection 391(3), MCL 380.391(3). The purpose of this report is to:

- Outline the Unreasonable Hardship Review Process
- Detail the findings of the Unreasonable Hardship Review
- Publish the final Unreasonable Hardship Determination for Sampson Academy, and
- Detail next steps that the SRO recommends in light of the final Unreasonable Hardship Determination.

Unreasonable Hardship Review Process

In accordance with MCL 380.391(3), the SRO must complete an analysis of whether closure of Sampson Academy will result in unreasonable hardship to pupils attending Sampson Academy. The SRO will consider other public school options available to students in the grade levels offered and geographic area served by the public school identified for closure to determine if closing the identified school(s) would result in an unreasonable hardship for the impacted students. The SRO is committed to ensuring that the closure of a failing school does not necessitate the enrollment of a displaced student in another failing school. The SRO's Unreasonable Hardship Review will consist of three parts:

1. **Part 1:** A comprehensive review of all available data related to the past and current performance of the identified school(s)
2. **Part 2:** An academic and an operational on-site review
3. **Part 3:** A detailed examination of other public school options available to students in the grade levels offered and geographic area served by the public school identified for closure.

A set of research-based Turnaround Practices served as the framework for the SRO's Unreasonable Hardship Review. The Turnaround Practices¹ are based on both academic and practice-based research on the common characteristics of successful turnaround schools and are organized into five different domains:

- **Domain 1:** Leadership, Shares Responsibility, and Professional Collaboration
- **Domain 2:** Intentional Practices for Improving Instruction
- **Domain 3:** Providing Student-Specific Supports and Instruction to All Students
- **Domain 4:** School Climate and Culture
- **Domain 5:** District System: Districts develop systems to support, monitor, and sustain turnaround efforts

By structuring the SRO's Unreasonable Hardship Review around these domains the SRO is acknowledging that in determining unreasonable hardship one must not only examine historic performance but must also work intimately with local community members and educators to determine if the academic and operational realities of the identified school reflective of a school poised for rapid turnaround.

All of the information produced and insights gained from the Unreasonable Hardship Review Process have informed the SRO's Final Unreasonable Hardship Determination, which consists of a series of 3 Key Questions:

- **Question 1:** Are the academic and operational realities of the identified school reflective of a school poised for rapid turnaround?
- **Question 2:** Are there are sufficient other public school options reasonably available to these pupils?
- **Question 3:** Would the proposed NLA action result in an unreasonable hardship to the displaced pupils?

¹ See Edmonds, 1979; Bryk et al., 2010; Marzano, 2003; Newmann et al., 2001; Lane et al., 2014)

Unreasonable Hardship Review Part 1: Data Review

In an effort to inform the Unreasonable Hardship Determination, the SRO reviewed a comprehensive set of both academic, cultural, and operational data from Sampson Academy. The data can be viewed in Appendix A. In reviewing this data as well as previously state-reported academic data, the SRO has identified the following Key Takeaways related to the past, and current realities of Sampson Academy.

Data Review Key Takeaways

- **Academic (Domains 2 and 3)**
 - Proficiency
 - Between 2012 and 2016, the school earned a TTB ranking of 0 twice and a ranking of 3 three times.
 - Between 2014 and 2016, the percent of students proficient in Mathematics dropped from 7.6% to [REDACTED].
 - Between 2014 and 2016, the percent of students with disabilities proficient in Mathematics dropped from 16.9% to 7.1%.
 - Between 2014 and 2016, the percent of students proficient in English/Language Arts dropped from 21% to [REDACTED].
 - Between 2014 and 2016, the percent of students with disabilities proficient in English/Language Arts dropped from 18.5% to 7.1%.
 - Between 2014 and 2016, the percent of students proficient in Science increased from [REDACTED] to 10%.
 - Between 2014 and 2016, the percent of students with disabilities proficient in Science increased from 5.2% to 10%.
 - Between 2014 and 2016, the percent of students proficient in Social Studies increased from [REDACTED] to 9.6%.
 - Between 2014 and 2016, the percent of students with disabilities proficient in Social Studies increased from [REDACTED] to 29.4%.
- **Climate and Culture (Domains 3 and 4)**
 - Enrollment
 - Between 2014 and 2016, enrollment has declined from 408 to 300 (108 student difference).
 - Between 2014 and 2016, the number of economically disadvantaged students declined from 382 to 257 (125 student difference).
 - Between 2014 and 2016, the percentage of economically disadvantaged students declined from 93.6% to 85.7%.
 - African Americans consistently make up 95% of the student population.
 - Between 2014 and 2016, the greatest decline in student enrollment occurs in grade 8 from 66 to 35 students.
 - Kindergarten was the only grade to have an increase in student enrollment from 44 to 46 students.
 - Attendance
 - Between 2014 and 2016, the attendance rate has increased from 79.6% to 81.8%.
 - Between 2014 and 2016, the percentage of chronically absent students has decreased from 85.8% (382 students) to 77.3% (248 students).

- **Professional (Domains 1 and 5)**

- Teacher Evaluation

- Between 2014 and 2016, the number of teachers reduced by eight from 33 to 25.
 - The number of teachers rated as highly effective reduced from 32 (97%) in 2014 to 13 (52%) in 2016.
 - The number of teachers rated as effective increased from 1 (3%) to 8 (32%) in 2016.
 - There were no teachers rated as marginally effective or ineffective in 2014.
 - In 2016, 2 (8%) teachers were rated as marginally effective.
 - In 2016, 2 (8%) teachers were rated as ineffective.

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Unreasonable Hardship Review Part 2a: Academic On-Site Review

On Monday, February 6, 2017 representatives of the SRO conducted the Academic On-Site Review for Sampson Academy. The purpose of this visit was to gain valuable insight related to the current academic realities of Sampson Academy from its building leaders, teachers, parents and community members. The Academic On-Site Review was structured as follows:

- Interviews with Building Leadership
- Building Walk-Through with Classroom Observations
- Teacher Leader Focus Group
- Student Focus Group
- Parent/Community Focus Group

In a letter sent on January 27, 2017, the SRO requested that Osborn College Preparatory Academy nominate both teacher leaders as well as parents and community members to participate in the Academic On-Site Review.

The review was structured around the research-based Turnaround Practices and questions that served to frame both the interviews as well as the focus group discussions. Responses from each conversation were analyzed and evaluated for their alignment with key indicators of best practices for high-gain, rapid turnaround schools. The following pages provide the results from the site visit. Rubric ratings (see below) and corresponding evidence (in bulleted form) is provided for each Turnaround Practice component.

Rubric Descriptors

<u>Strong alignment with best practice</u>	<u>Moderate alignment with best practice</u>	<u>Low alignment with best practice</u>
All indicators are evident and there is strong evidence that key structures and practices are being used effectively to improve instruction.	Some of the indicators are evident and there is some evidence that key structures and practices are being used effectively to improve instruction.	A few or none of the indicators are evident and/or there is little to no evidence that key structures and practices are being used effectively.

A key purpose of the site visit is to assess each school's capacity to engage in accelerated turnaround and to inform decisions regarding unreasonable hardship. As such, site reviewers and the SRO are focused on the following overarching questions.

<p>Domain 1: Leadership, Shares Responsibility, and Professional Collaboration</p> <ul style="list-style-type: none"> • Does the school have a collaborative environment (e.g., sufficient teaming structures and ways of working together) that can lead to accelerated instructional improvement? • Does the school leadership have systems in place to monitor and support the implementation of improvement strategies, including the use of frequent classroom observations? 	<p>Domain 2: Intentional Practices for Improving Instruction</p> <ul style="list-style-type: none"> • Does the school utilize a common core curriculum that is instructionally coherent and that displays a strong understanding of high quality instruction, among teachers and as supported and observed by administrators? • Does school leadership have a system in place to identify teachers that may need additional support, and specific strategies for providing such support?
<p>Domain 3: Providing Student-Specific Supports and Instruction to All Students</p> <ul style="list-style-type: none"> • Does the school have and actively utilize a system of assessments and interventions capable of providing student-specific supports and subsequent monitoring of the effectiveness of interventions? 	<p>Domain 4: School Climate and Culture</p> <ul style="list-style-type: none"> • Does the school provide a safe, orderly, and respectful environment for students and a collegial and professional culture among adults?

Determining Capacity for Successful Turnaround

Key Question 1: What are the core issues and challenges that have kept students at your school from achieving? How are you addressing these issues and challenges?

Key Question 2: What are the key practices and strategies that distinguish your school, and will allow your school to improve, leading to increased student achievement in the near future?

	Alignment with Best Practice
<p>Adaptive Instructional Improvement</p> <p>All stakeholders espouse an “improvement mindset” reflected in the school’s continuous review and assessment of improvement practices and strategies used within the school.</p> <p>Key Indicators</p> <ul style="list-style-type: none"> The school stops or modifies strategies that are not working and expands those that are working. 	
<p>Respectful and Trusting Learning Environment</p> <p>All stakeholders (students, teachers, community members, etc.) have high expectations for students and value working with and learning from each other.</p> <p>Key Indicators</p> <ul style="list-style-type: none"> Parents and students state that they believe that all of the students in the school will succeed (e.g., will do well in classes, graduate, attend and graduate college). Teachers and administrators work together in formal and informal teams on a regular basis. 	
<p>Instructional Rigor</p> <p>Instruction and instructional practices are engaging, differentiated, and sufficiently challenging for all students.</p> <p>Key Indicators</p> <ul style="list-style-type: none"> Teachers provide all students with lessons and instruction directly aligned with common core standards and aligned instructional practices. Written lessons and taught instruction includes stated and written learning objectives, multiple instructional strategies, and challenging (e.g., higher order) tasks, problems, and questioning strategies. 	
<p>Targeted Interventions</p> <p>The school expertly uses specific instructional strategies/interventions executed with a high degree of instructional expertise.</p> <p>Key Indicators</p> <ul style="list-style-type: none"> Student work is consistently improving. Instructional strategies and interventions are implemented with fidelity. 	

- Each of the focus groups discussed the important role the school has for providing a safe location as where the academic, physical, social, and emotional needs are addressed.
- Teachers indicated that Differentiated instruction is part of the instructional practice to address the needs of students struggling with academic content and provided examples of how instruction is

differentiated within their classes; however classroom observations did not reveal the use of differentiated instruction.

- Teachers shared that several of their students matriculate to Cass and Renaissance High Schools, however none of the groups discussed college or post-secondary program completion.
- Every focus group discussed the success of the chess club that has earned the title of State champions in 2006. Multiple focus groups shared that the strategic skills learned through this activity demonstrates the ability the students have at the school to be successful.
- The school leadership described having an open door policy for teachers and a collaboration among the leadership team.
- The leadership team described empowering the teachers to work within their talents as well as encouraging them to grow in other areas of their work.
- The teachers indicated that they feel supported by the building leadership, explaining that they are on the same page. Concerns arise when addressing financial and district bureaucracy constraints that affect obtaining necessary resources.

Identified core issues and challenges as reported by Administration and teachers:

- Transient students; almost daily a student can be transferred in or out of the building.
- Sometimes the students are entering their 4th school for this academic year.
- When students arrive the student is unaware of his/her current academic standing.
- Parent involvement is reported to be very low.
 - Often parents are unable to participate due to work schedules.
 - Many children are in foster care or other relatives who do not have a strong investment in the child's academics.
- Focus groups shared that many students are arriving with many problems outside challenges such as hunger, homelessness, and mental health challenges.
- Students were described as operating in survival mode as a result of the challenges they face outside of the school building.
- One focus group explained that this area has a history of drug abuse. Some of the students had parents who were using drugs and alcohol during while pregnant contributing to learning and behavioral challenges.
- The zip code that the school serves was reported as the most dangerous zip code in the nation.
- It was reported that resources are lacking within the school to provide rigorous instruction equivalent to students in suburban communities. Examples of 6 year old chrome books and laptops that often are not operational or are not able to run current programs for students to use for research or remediation.
- Examples where provided of districts that have their second grade students creating Power Point presentations compared to students at Sampson not having adequate access to computers.

Turnaround Strategy Domain 1: Leadership, Shared Responsibility, and Professional Collaboration

The school has established a community of practice through leadership, shared responsibility, and professional collaboration.

Key Question: How, and to what extent, do you (and your leadership team) cultivate shared ownership, responsibility, and professional collaboration in the school?

Turnaround Strategy Components	Alignment with Best Practice
<p>Teaming, Shared Leadership and Responsibility, and Collaboration</p> <p>Distributed leadership structures and practices are apparent throughout the school building in the form of an active and well-represented Leadership Team and grade-level and vertical teams.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • The school leadership team meets regularly and includes representation from all grades and student needs. • Grade-level and vertical teams meet regularly. • Teams exhibit a strong commitment to high expectations for all students and a willingness to work together to improve instruction. 	
<p>Using Teams, Shared Leadership, and a Collaborative and Trusting Environment to Accelerate Improvement</p> <p>Administrators and teachers (through teacher teams or involvement in the leadership team) are monitoring and assessing the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and non-academic supports on student achievement.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • Adaptation: Leadership has the demonstrated ability to adapt, innovate and do whatever it takes to improve student achievement. • Instructional Observation: Instruction is formally and informally observed and meaningful feedback is provided. Teachers, as well as students, are held to high expectations. 	

- School leadership reported that teachers are provided common preparation time to collaborate with lesson planning.
- Administrators and teachers also reported that Reading Recovery was a successful program that was cut due to financial reasons. Reading Recovery teachers have been reassigned to fill classroom teaching positions.
- Administration reported that Beyond Basics, a vendor provided reading intervention, was a successful program and secured funding to increase the number of hours for services, enabling more students to participate. This program is currently the replacement for Reading Recovery.
- Teachers also indicated that Beyond Basics is a successful program.

Turnaround Strategy Domain 2: Intentional Practices for Improving Instruction

The school uses an aligned system of common core curricula, assessments, and common instructional practices across the school and content areas, and employs intentional practices for improving teacher-specific and student-responsive instruction.

Key Question: What are the strategies and practices that you and your colleagues use to improve instruction? Specifically, how do you work to improve teachers' instruction?

Turnaround Strategy Components	Alignment with Best Practice
<p>Common core curriculum and aligned and rigorous instructional practices.</p> <p>Administrators and teachers develop and use vertically and horizontally aligned curricula and instructional strategies that includes common units, lessons, assessments, and instructional strategies and language within and across grades and content areas.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> Teachers' unit and lesson plans are similarly structured, incorporating best practices, directly linking lesson content with the grade-level standards and standards taught in prior and subsequent grades. A common set of instructional strategies, academic language, and other learning tools are evident in lessons and in practice, to enable students to access content. 	
<p>Defined expectations for high quality instructional practices</p> <p>The school has a clear instructional focus and shared expectations for instructional best practices that address students' instructional needs.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> Leaders and teachers understand the instructional focus and how the instructional focus informs (or is evident in) classroom practice. Teachers have received training and professional development on the instruction focus and related instructional strategies. 	
<p>Teacher support and feedback to improve instruction</p> <p>Teachers are actively supported to develop high quality lessons, deliver high quality lessons and instruction and to become experts in using and refining effective instructional strategies.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> The principal (or administrators or coaches) spend significant time in classrooms, observing teachers' instruction and providing teachers with constructive and useful feedback on instructional practices. Teachers (and teacher team) use a variety of standards-based assessments to assess the effectiveness of instructional strategies and modify instruction accordingly. 	

- Teachers indicated that some instructional materials are 15 years old and does not align to the state standards. Accommodations need to be made by the teacher in order to align instruction to the state standards.

- Teachers shared multiple examples of collaboration and peer learning during unstructured time. One example summarized how a fellow teacher was able to encourage a struggling student to engage in instruction and be successful in class. Upon sharing how the strategy used was successful, another teacher used a similar strategy with the student. Consequently, the student increased classroom engagement and demonstrated academic improvements in the class.
- Classroom observations indicate that the majority of classes seat students in small groups and conduct whole group teacher led instruction and discussion.
- Some students were observed providing assistance to their peers under the guidance of the teacher.
- Administration reported that instructional walks occur with the Network leader, provides immediate feedback to the teacher and has an open door policy to discuss feedback.
- Wayne RESA provides professional development and instructional coaches to support teachers.
- Administration reported that lead teachers provide support via observation and feedback to other teachers. However, it was also reported that lead teachers do not have a lighter instructional load in order to spend time working with other teachers. Instead, classes are occasionally combined in order to allow this task to occur.
- Administration reported that they seek out support for teachers who ask for assistance.
- One focus group shared that lead staff respond to teachers needs by facilitating workshops or coordinating a Saturday workshop with the district.
- Learning Sciences International is a third party vendor that provides coaching and support to teachers and administration. This process was described as including an instructional walkthrough followed by the development of an action plan that is monitored. This process is focused on the academic goals of the building.
- Teachers reported that some professional development is facilitated at Lawrence Technical College through a best teaching quality program.
- Teachers report that the district offers monthly professional development opportunities. Discussions did not provide a link between these opportunities and the school's academic goals.

Turnaround Strategy Domain 3: Providing Student-Specific Supports and Instruction to All Students

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs

Key Question: How, and to what extent, does your school provide student-specific supports and interventions to students?

Turnaround Strategy Components	Alignment with Best Practice
<p>Tiered and Targeted Interventions for Students and Monitoring for Effectiveness</p> <p>The school has a system (structures, practices, resources) for providing targeted instructional interventions and supports to all students which also includes close monitoring of the impact of tiered interventions on students' progress.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • Students are provided with targeted, student-specific instruction and interventions in direct response to their academic areas of need, rather than placing entire groups of students in intervention groups. • The impact of classroom-based and tiered interventions is frequently monitored (e.g., regularly, in 2, 4, or 6 week intervals and often by grade-level teams or by school support teams) and then refined in direct response to students' needs. 	
<p>Data Use and Data Informed Targeting of Interventions</p> <p>Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • A variety of valid and reliable assessments (standards-based and performance assessments) are used consistently, within and across grades and content area. • Administrators and teachers are using assessment to identify the specific students needing additional support and the targeted areas of need for each specific student. 	

- A systemic tiered intervention program including identification of student need and movement in and out of particular tiers was not described by any of the participants.
- Administration reported that Title I teachers provide small group instruction for reading recovery and mathematics.
- Administration reported that Student Service Assistance (SSA) also provides small group (3-5 students) instruction.
- The school leadership and teachers described the Professional Learning Community/Instructional Learning Cycle as a process for reviewing instruction and curricular materials in a 3 to 8 week cycle. The process was described to include pretests, lesson planning, and posttests with a review of the data after each test. However, there was no discussion of planning for student intervention or modifying instructional practice based upon the data analysis of post assessments.
- Classroom data walls did not display PLC/ILC data.

- Data walls inconsistently presented fall test reports of NWEA data. Some classes posted gradebook reports, while other classrooms utilized the space for posting the daily schedule and other information.

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Turnaround Strategy Domain 4: School Climate and Culture

The school has established a climate and culture that provides a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.

Key Question: How does your school attend to students' social-emotional health and establish a safe, orderly, and respectful environment for students?

Turnaround Strategy Components	Alignment with Best Practice
<p>Safety and secure learning environment. The school has established and provides a safe and secure learning environment for students, staff and community members.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • Student to student interaction and teacher to student interactions are respectful and considerate, as observed during the visit. 	
<p>Shared Behavioral Expectations that support student learning Administrators and teachers have and use a clearly established set of behavioral expectations and practices that supports students' learning.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • Expectations of student behavior are written and clearly shared and understood throughout the school building. • Behavioral expectations are reinforced through consistently applied rewards and consequences (consistent among and across teachers and grades). 	
<p>Targeted and effective social-emotional supports The school has identified, established, and proactively provides effective social-emotional resources and supports for students in need of such supports and assistance.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • The school has identified a wide array of effective social-emotional responses and supports for students in need of such assistance and support. • Students that may need or benefit from social-emotional supports are identified and receive targeted social-emotional support. • Data on the effectiveness of social-emotional supports is collected and monitored. 	

- Observations during the site visit indicate that interaction between students and school staff is often respectful and considerate when redirecting student behavior. However the team observed an adult telling a student, "You don't know how to act!"
- Students reported that teachers are kind, do not yell often, and remind students that they are smart and able to do various things, teach behavior strategies, and challenge students to work hard.
- Student behavior expectations were observed posted in the halls throughout much of the building to reinforce the PBIS structure (Be Safe, Be Responsible, Be Respectful). However, when students were

transitioning in the hall with their teachers, the posted rules were often not being observed by students or reinforced by the teachers leading them through the hall to their next destination.

- Community partners shared the various supports they provide to the students of Sampson Academy to address the social/emotional needs of the students and their families.
 - Chess club and transportation to chess tournaments
 - Transportation from after school programs
 - Food, clothing, washing machines in the building, laundry soap, toiletries, haircuts, backpacks, counseling, transition services, tutoring, mentoring programs, and more.
- Administration reported that they DHHS has space in the building through the Pathways to Promise program.
- It was reported that a district truancy officer is in the building three times weekly.
- It was reported that teachers have been trained to be able to identify signs of challenges at home so that the school can provide support to the student.
- The school employs a counselor and special education coordinator to provide services to students.
- It is reported that the school provides extra-curricular activities such as basketball, chess club, etiquette class, and a 21st century learning program.
- It was reported that the Development Center services between 25 – 30 students.
- It was reported the etiquette class services between 30 – 35 students.
- It was reported that one of the chess students was able to provide a speech at the Detroit Athletic Club to honor a supporter of the chess club.
- Teachers reported that the 21st century Learning grant will end at the completion of this academic year due to the completion of the grant funding cycle. Additionally, it was reported that teachers are unaware if the grant will continue to exist in order to reapply for continuation of the program beyond June 2017.
- Though there are many wraparound services provided through various means and community partners, no evidence was provided that data is collected and analyzed to monitor effectiveness of services. Additionally, no evidence was provided that indicates alignment of wraparound services to academic goals has occurred.

Turnaround Strategy Domain 5: District System to Support Accelerated Improvement and Turnaround

The district has developed systems for identifying schools that are not performing well, and strategies for monitoring and supporting school leadership and teachers.

Examples of district systems:

- Strategic placement and assignment of principals and teachers in high need schools, including the use of incentives to get the right leaders and teachers in high need schools.
- Provision of additional staffing and resource autonomy to leaders in high need schools
- Provision of additional supports (e.g., coaching supports, instructional resources) to high need schools.

Key Questions:

- How does the district monitor and/or support you in your efforts to improve instruction and raise student achievement?
- To what extent has the district provided you with additional autonomy to make changes to staff (e.g., to hire new teachers and/or quickly remove teachers not supportive of your work), to the school's schedule, and in your use of resources? How much autonomy do you have?

	Alignment with Best Practice
District Capacity - Core Functions The District has established and/or provides schools with base supports necessary for effective teaching and learning (Core curriculum and professional development, assessments, data systems, instructional materials, human capital).	
District capacity - Monitor and support The district has established and communicated a district-wide improvement strategy, including a vision and specific goals for improvement. The improvement strategy includes specific strategies for monitoring and supporting schools (leaders, teachers, and students).	
District Capacity – Conditions and Autonomy The district provides schools with sufficient autonomy and authority to implement turnaround actions, while holding schools accountable for results.	
<ul style="list-style-type: none"> • Administration shared the autonomy provide by the district to utilize the designated funds for the building as determined by the building. • Leadership reported that the human resource department provides individuals to be interviewed for building openings. However, it was also reported that due to district shortages situations occur when the administration is not afforded multiple options to select in the decision making process. • Administration provided examples of building administrators collaborating to share successful programs, vendor services, and practices that could be utilized within their building. • The administration explained that district officials encourage the leadership to monitor and measure the effectiveness of programs to determine if they should continue or be replaced. • Administrators are reported to “own” the results of the interventions they implement. • The administrations reported that the district provides a Principal training academy to assist with monitoring and evaluating programs within the school. • Teachers reported that district-wide professional development opportunities provide training on curricular material and resources available for use. • Administration and teachers reported that Wayne RESA supports the school in the PLC/ILC process and coaching. 	

- Administration reported that the district assists with vetting supplemental resources or services through the curriculum department.

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Unreasonable Hardship Review Part 2b: Operational On-Site Review (Facility Conditions Index)

The SRO partnered with DTMB's Facilities & Business Services Administration Office (SFA) to determine a facility conditions index (FCI) for Sampson Academy. The FCI measures maintenance and repair costs against current replacement cost of the building. The lower the number, the less cost effective it is for the district to keep the building open.

All inspections were designed to be non-intrusive and the results were based on observations and assumptions given the factual knowledge provided.

FCI SCORE: 51.3

A copy of DTMB's FCI report is attached to this report as Appendix B.

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Unreasonable Hardship Review Part 3: Access and Availability

Whether statutorily required under MCL 380.391(3), MCL 380.507(6), MCL 380.528(6), or MCL 380.561(6), or optionally adopted under MCL 380.1280c, the SRO is committed to completing an analysis of whether the proposed closure will result in unreasonable hardship to pupils attending Sampson Academy. The SRO will consider other public school options available to students in the grade levels offered and geographic area served by Sampson Academy to determine if the closure would result in an unreasonable hardship for the impacted students. The SRO is committed to ensuring that any closure does not necessitate the enrollment of a displaced student in another failing school. When evaluating the sufficiency of other public school options for affected pupils and unreasonable hardship, the SRO evaluates a variety of factors that can generally be organized into three different categories. These categories include, but are not limited to:

- **Geography:** Are there schools within a reasonable number of miles from the school identified that serve the same grade levels as the identified school?
- **Performance:** Are there schools that were identified during the geographic evaluation that also have an acceptable Top-to-Bottom ranking?
- **Access:** Do the students that would be displaced by the NLA Action have reasonable access to the schools identified during both the geographic and performance evaluations?

The results of the SRO's analysis are included in the below table. The number of schools that meet the parameters defined in the left most two columns is included in column #3 and the estimated capacity of the qualifying schools is included in column #4. The right-most two columns define the # of qualifying schools that would not require students to utilize the schools-of-choice legislation (MCL 388.1705/MCL 388.1705c) to gain access and the estimated capacity of those qualifying schools that would not require utilization of the schools-of-choice legislation.

Distance Parameter (Maximum in miles)	TTB Ranking Parameter (Minimum)	# of Qualifying School-of-Choice Schools	Estimated Capacity of Qualifying School-of-Choice Schools	# of Qualifying Local Access Schools	Estimated Capacity of Qualifying Local Access Schools	Total # of Qualifying Schools that Displaced Students Could Access	Total Estimated Capacity of Qualifying Schools that Displaced Students Could Access
5	25	0	0	13	1126	13	1126
10	25	18	127	26	2015	44	2142
15	25	62	418	37	2380	99	2798
20	25	119	648	44	2534	163	3182
25	25	134	705	53	2686	187	3391
30	25	164	906	56	2695	220	3601

*Local access schools include schools within the home district and Public School Academies.

Unreasonable Hardship Data Key Takeaways

- Based on 2015 enrollment data, 300 students have 13 schools within a 5 mile range earning a Top-To-Bottom ranking of 25 or greater with an estimated capacity of 1,126 to select as an alternative educational option.
- Local access schools make up all of the qualifying enrollment capacity within 5 miles of Sampson Academy.

Unreasonable Hardship Review Part 4: Final Determination

The SRO's Final Unreasonable Hardship Determination is based on a comprehensive review of all available data, the results from both operational and academic on-site review visits and an examination the other public school options that are available to the students that would be impacted by the closure of Sampson Academy. All of the information produced and insights gained from the Unreasonable Hardship Review Process that have been detailed in this report, were considered when answering the three key questions that comprise the SRO's Final Unreasonable Hardship Determination.

Question 1: Are the academic and operational and academic realities of the identified school reflective of a school poised for rapid turnaround?

	The academic and operational realities of the identified school reflective of a school poised for rapid turnaround.
	The academic but not the operational realities of the identified school reflective of a school poised for rapid turnaround
	The operational but not the academic realities of the identified school reflective of a school poised for rapid turnaround
	Neither the academic nor the operational realities of the identified school reflective of a school poised for rapid turnaround

Question 2: Are there are sufficient other public school options reasonably available to these pupils?

	There are sufficient other public school options reasonably available to these pupils?
	There are insufficient other public school options reasonably available to these pupils?

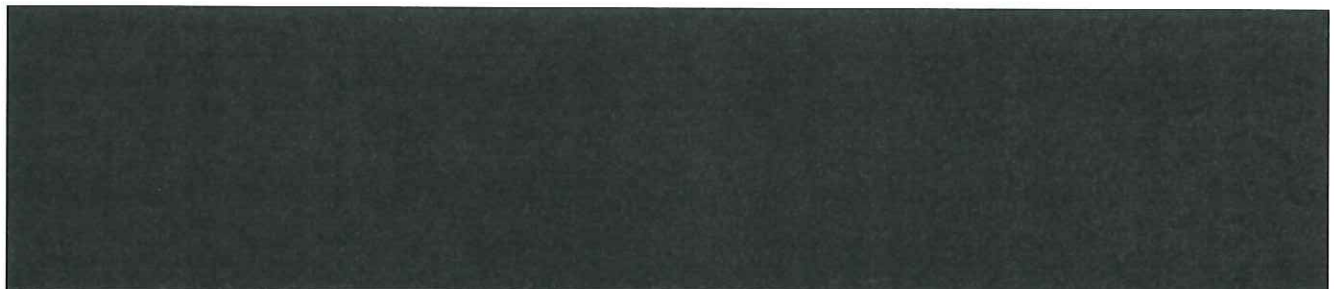
Question 3: Would the proposed NLA action result in an unreasonable hardship to the displaced pupils?

	The proposed NLA action would not result in an unreasonable hardship to the displaced pupils
	The proposed NLA action would result in an unreasonable hardship to the displaced pupils

Determination:



Next Steps:





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APPENDIX A: SRO Unreasonable Hardship Data

The SRO is committed to ensuring that the Unreasonable Hardship Determination required under MCL 380.391(3), MCL 380.507(6), MCL 380.528(6), MCL 380.561(6), or optionally adopted under MCL 380.1280c is as informed as possible. Therefore, the SRO is requested that the following information be provided in an editable format (e.g., .doc, .docx, .xls, .xlsx, etc.) by Tuesday, February 1, 2017. Where possible, the information provided will be verified against previously reported and publically available data.

Data review components:

- Academic
- Climate and Culture
- Professional
- Operational

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Academic Data

Top-to-Bottom Rankings by Year

2012	2013	2014	2015	2016
3	0	3	3	0

Student Proficiency – Mathematics

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students	7.6		
Native American			
Asian			
African-American	7.44		
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	7.63		
Students with Disabilities (IEP & 504)	16.98		7.14
English Language Learners			

Student Proficiency – Reading/ELA

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students	21.03		
Native American			
Asian			
African-American	19.67		
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	21.43		
Students with Disabilities (IEP & 504)	18.52		7.14
English Language Learners			

Student Proficiency – Science

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students			
Native American			
Asian			
African-American			
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged			
Students with Disabilities (IEP & 504)	5.26	5.56	10
English Language Learners			

Student Proficiency – Social Studies

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students		13.04	9.62
Native American			
Asian			
African-American		10	8.16
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged		10.53	11.63
Students with Disabilities (IEP & 504)			29.41
English Language Learners			

Climate and Culture Data

Enrollment by Subgroup²

Race	2013-2014	2014-2015	2015-2016
All Students	408	319	300
Male	225	177	166
Female	183	142	134
Native American			
Asian			
African-American	388	302	284
Hispanic	10	12	
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	382	282	257
Students with Disabilities (IEP & 504)	92	80	70
English Language Learners			

Enrollment by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-2014	44	39	41	41	35	47	52	43	66	0	0	0	0	408
2014-2015	37	39	35	28	31	32	38	47	32	0	0	0	0	319
2015-2016	46	31	41	29	22	27	40	29	35	0	0	0	0	300

Special Population Percentages

	2013-2014 (%)	2014-2015 (%)	2015-2016 (%)
English Language Learner			
Students with Disabilities (IEP & 504)	22.5%	25.1%	23.3%
Economically Disadvantaged	93.6%	88.4%	85.7%

Attendance

	2013-2014	2014-2015	2015-2016
Attendance Rate (%)	79.6%	80.0%	81.8%
Percent Chronically Absent	85.8%	88.0%	77.3%
Chronically Absent Student Count	382	323	248

² Enrollment by student(s) does not necessarily indicate that the student(s) will take state assessments.

Professional Data**Teacher Evaluations**

	# of Teachers 2013-2014	% of Teachers 2013-2014	# of Teachers 2014-2015	% of Teachers 2014-2015	# of Teachers 2015-2016	% of Teachers 2015-2016
Highly Effective	32	97.0%	25	89.3%	13	52.0%
Effective	1	3.0%	3	10.7%	8	32.0%
Marginally Effective	0	0.0%	0	0.0%	2	8.0%
Ineffective	0	0.0%	0	0.0%	2	8.0%

Total Teachers	33
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25
